THE DEVELOPMENT OF A QUESTIONNAIRE ON ATTITUDES TOWARDS SPORTS PARTICIPANTS’ BEHAVIOUR

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SUMMARY

The purpose of the present research was to develop a reliable and valid questionnaire measuring attitudes towards sport participants’ behaviour. The questionnaire was constructed conducting three studies. The first study was designed to make up statements related to the behaviour of sports participants. The initial version of the questionnaire was administered with 86 students. With reference to this survey eight subscales were constructed: respect for the opponent, respect for the rules of the game, respect for the team-mates, respect for the coach, athletes’ personal responsibility, coach’s personal responsibility, spectators’ respect for the contest and spectators’ personal responsibility. Internal reliability coefficient and surface validity of the questionnaire were evaluated by examining 116 students. The third stage of the research involved a sample of 271 first-grade students of the Lithuanian Academy of Physical Education. The results of the study have shown an acceptable internal consistency reliability coefficient of subscales. Test-retest were carried out with the purpose of additional examination of the reliability of the questionnaire. A modified version of proportion of agreement by calculating the test-retest differences has shown reasonable stability of the subscales. The additional scale was applied to establish the construct validity. This additional scale has shown clear interrelationship between personal behaviour of students and their attitude towards sports participants’ behaviour.

Keywords: sports participants’ behaviour, reliability of questionnaire, validity of questionnaire.

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Physical education teacher as a model of correct health behavior

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Summary

The crucial role in the process of children and youth health education is played by a teacher of physical education. The teacher should be not only the exercises instructor but the guide to the unknown world of social and moral values connected with physical culture. Moreover he ought to direct his actions towards humanizing the process of upbringing and education on the basis of his vast knowledge of physiology and biology of human organism. The aim of this study was to answer following questions: Can the teacher be a model for proper health behaviour? Do the health behaviours of the physical education teachers differ from those presented by other teachers? Can the health behaviours of the physical education teachers be an educative element in the health education? The study was conducted in two groups of teachers: physical education teachers and those teaching other subjects. The questionnaires were answered by 109 physical education teachers and 106 other teachers from chosen schools of Wroclaw and Opole.

The obtained results are not univocal. It can be said that part of the teachers contributes to the education for healthy lifestyle with their attitude, behaviour and knowledge. When analyzing the differences between capabilities in health education occurring in both groups of teachers, it should be stated that physical education teachers have more possibilities of creating correct health behaviours related to physical activity. The difference is significant only in specific, instrumental forms of behaviour. No significant differences were found in the aspects of conscientious undertaking physical activity or attitudes towards smoking. It seems that the thesis of fundamental role of the physical education teachers in encouraging students to proper health behaviours with their attitude, behaviour and knowledge was not fully confirmed by this study.

Keywords: education, physical education teacher, health behaviour.
Introduction

The idea of health promotion is very recent. It came into being about the middle of 1970-ties. It is described as actions aimed at increasing the health self conscience, popularization of the healthy lifestyle and creating health friendly environment (9).

The physical education teacher plays a crucial role in health education of children and youth. He should be more than just an exercise instructor. He is supposed to be a guide in the unknown world of socio-moral values connected with human physical culture, basing upon the humanistic ideas of education and upbringing as well as upon vast knowledge of human physiology and biology. The teacher himself should present as a model of physical culture, simultaneously being an authority for the pupils to influence them, gaining their confidence and respect for his characters and ideas he puts into life. The greater authority presents the teacher in students’ view, the more reliable are his verbal or behavioral messages (1,2,5,9).

To release the positive emotions in pupils, the teacher should:

- Relieve the monotony of the lessons using variable methods, organization forms as well as conventional and unconventional didactic features. The teacher should be the director of a performance entitled “Physical education classes”, which should be an exciting, unforgettable adventure.
- Train with the students. The teacher who actively participates in the exercises gets the highest approval from the students.

The stipulation of “training with pupils” to release positive emotions during the process of education is not limited to physical participation in classes, it can be regarded more widely as creating the pattern of physical education. The teacher’s attitude, also physical, abilities, motor potential, organizing and didactic skills as well as his behavior during lessons and outside them shows his practical educative capabilities.

Social pedagogics regards family environment and intentional education as the basis of child’s socialization (3,4). The fundamental reason for this thesis is the fact of early (primal in case of family) exertion of the upbringing influence. Preparation for participation in physical education is one of the elements of the upbringing process that is mostly influenced by the educative process.

It is a well known fact that children learn more by observing than by what they are told about how they are supposed to behave. Thus the personal example is one of basic (but not the only one) ways of pedagogic influence (8).

Because of the specifics of his subject, the physical education teacher can influence the students with his total personality. Contemporary teacher must be both motion teaching technologist and an educator influencing all spheres of the student’s personality. Apart from training the physical efficiency, stimulating creativity, and popularizing hygiene he can not forget about pupils’ emotions in order to stimulate their harmonious physical and mental development.

According to J. Bielski (2) the teacher should:

- Effectively perform classes at school and outside it.
- Coordinate all actions concerning health, sport and recreation at school.
- Organize sport and recreation events.
- Present information about the changes occurring in human organism under the influence of motor activity.
- Point to the dangers resulting from insufficient motor activity
- Point to other dangers resulting from environmental pollution, unhealthy food, alcoholism and other addictions as well as from unhygienic lifestyle.

Wołoszyn (7) remarked that the personality of the teacher is of great importance, because the educator exerts his influence not only with his knowledge, but also with his characters and abilities.

The authors assumed that the physical education teacher can be one of the basic educative elements stimulating the desired health behavior of the pupils.

Every teacher realizes his specific educative tasks with specific means and according to specific didactic goals. It can be assumed that the physical education teacher with his directed education and specific tasks is best prepared to perform pro-health tasks. The aim of this study was to answer following questions: Can the teacher be a model for proper health behavior? Do the health behaviors of the physical education teachers differ from those presented by other teachers? Can the health behaviors of the physical education teachers be an educative element in the health education?
Material and methods

The study was performed in two groups of teachers: physical education teachers and those teaching other subjects. The questionnaires were answered by 109 physical education teachers and 106 other teachers from chosen schools of Wroclaw and Opole. The rate of teachers from specific types of schools is shown in Fig. 1. All the respondents had a university degree. The mean period of professional activity of the subjects was slightly above 10 years. Similar rates of teachers teach vocational (economy), biological, humanistic and exact sciences.

The thesis, questions and the aim of the study suggested the diagnostic poll as the basic explorative method. The inquiring technique was the interview with the use of a questionnaire. It contained 28 questions, two of them in an open manner. The answers to chosen questions were analyzed for this study.

Results and analysis

It is doubtless that individually fitted and properly dosed physical activity is a substantial health factor. The reasons for performing physical activity are not indifferent. The most frequent reasons are shown in Fig. 2.

According to the respondents the basic reasons for performing physical activity are of “hedonistic” nature – “I like” and “for comfort”. They make over 55% of answers. Other significant group of reasons results from physical needs – “for health reasons” and “I want to be fit”. It’s difficult to conclude which of these groups is more desirable from the educative point of view. There are no significant differences between the reasons in both tested groups. The only substantial difference between the groups was the fitness. It is noticed by 1/4 (24%) of the physical education teachers and 1/6 (15%) of other teachers. It may seem strange that physical activity is more often regarded as health factor by other teachers. The physical education teachers present a more instrumental approach.

This fact becomes important when confronted with the declared frequency of performing physical activity, which is presented in Fig. 3.

Almost 50% of other teachers declared training at least once a week. More than 10% declared performing physical activity more than 4 times a week. The others (ca 40% of the group) declared training seldom or never. The last ones make over 9%. The physical education teachers are evidently more active. A significant majority (95%) train no less than twice a week. Almost 1/3 of them perform physical activity more than 4 times a week. Only 5% of the physical education teachers declared training less than once a week.

Physical and motor abilities can only be acquired by physical exercises. These abilities are crucial for person’s motor behavior and outlook, which are important educative factors. They can influence the effectiveness of the didactic process and not only during physical education classes.
The frequency of motor activities should be considered in aspect of the quality of recreation (5). Both frequency and quality are crucial for the effectiveness of the physical activity for fitness (didactic instrumental factor) and health (educative factor). The predominating types of motor activity in the tested groups are presented in Fig. 4.

![Fig. 4 Preferred types of physical activity.](image)

The types of motor activity were much differentiated in the tested groups, both concerning their complexity and intensity of the exercises (energy expenditure for the given activity). Three main activities declared over by 60% of other teachers are of locomotor character – walking, biking, and swimming. It is hard to estimate the energy expenses during these activities but during recreation it can be of average or even low (walking) value. Sport games, bodybuilding, aerobics or jogging, declared by 25% of the teachers, require medium to high energy expenditure. The physical education teachers declared often participation in the latter types of activity. Almost 60% of them participate in sport games, bodybuilding, aerobics, jogging and biking.

Regarding the place of living, some activities are of seasonal character (mountaineering, skiing). Among other teachers generally low physical efficiency could be the reasons for choosing low effort activities. If the activity is walking, then the frequency of more than 4 times a week is not surprising.

The respondents explain their unsystematic participation in physical activity with lack of spare time (46% and 38% respectively) or even laziness (28% and 27%). The reasons for scant physical activity are shown in Fig. 5.

There were no significant differences between the answers to this question in both tested groups.

The reasonable physical activity is not the only didactic-educative health factor. The other one is the “healthy” lifestyle (9). The teachers were also asked about their health behaviors.

The starting point in this part of the study was the question, whether the respondents estimate themselves as living in a healthy way. Almost half of other teachers (48%) answered this question positively. Among the physical education teachers 3/4 of them regard their lifestyle as “healthy”. The remaining part (25%) is of opposite opinion, see Fig. 6.

![Fig. 6 Self-estimation of the teachers health behaviors among teachers of both tested groups.](image)

Unfortunately, when asked, whether their health behavior could be an example to follow, the respondents became less optimistic, see Fig. 7.

![Fig. 7 The teachers’ lifestyle as an example to follow for pupils.](image)
Only 1/3 of other teachers believe that their health behavior can be of educative value. Among the physical education teachers this rate is not much higher (40%). It seems that according to the respondents some health behaviors are “private” and should not be used as an educative factor.

There are many factors contributing to a healthy lifestyle. Smoking can be one of them. It is hard to imagine a smoking teacher who tells the students about the bad effects of smoking for health. The personal example is very strong in this case, see Fig. 8.

Approximately 85% of teachers from both groups claim that they are not smoking. The rest does smoke or smoke “occasionally” (see Fig. 8). In this matter no significant differences between the tested groups were found. The results can be regarded as very optimistic, allowing realization of educative effect of personal example and proving the conscientious attitude of the majority of teachers. On the other hand, the obtained results should be evaluated with some skepticism regarding answers for a question concerning colleague teachers’ smoking. Fig. 9 clearly shows that among teachers teaching other subjects 76% are smoking. The situation among physical education teachers is only a little better, for only half of them smoke. Such results suggest that the authors were “lucky” to choose nonsmoking teachers, whereas the ones who were not questioned do smoke or that the respondents for some reasons did not admit smoking.

The reasons for being active (not necessarily physically) may prove self conscience and interiorization of the motives. Fig. 10 shows the motives of undertaking motor activity.

The analysis of the obtained results suggests that most of the respondents regard personal needs as the main motive for undertaking physical activity. The only significant difference among the tested groups in this matter is the wide spreading of the answers in the other teachers group. Almost 90% of physical education teachers and 60% of other teachers point to personal needs as the direct reason for performing physical activity. The difference between both groups is remarkable. Physical education teachers’ motor activity results much more often from personal needs.

Fig. 8 The attitude of the teachers towards smoking.

Fig. 9 Do your colleague teachers smoke?

Fig. 10 The declared motives of undertaking motor activity.

Conclusions

The obtained results are not univocal. It can be said that part of the teachers contributes to the education for healthy lifestyle with their attitude, behavior and knowledge. When analyzing the differences between capabilities in health education occurring in both groups of teachers, it should be stated that physical education teachers have more possibilities of creating correct health behaviors related to physical activity. The difference is significant only in specific, instrumental forms of behavior. No significant differences were found in the aspects of conscientious undertaking physical activity or attitudes towards smoking.

It’s hard to doubtlessly state whether the fact that 26% of the other teachers perform physical activity once a week is to be cheered regarding educative process. The most spectacular information is that only 31% of other teachers and 40% of physical education teachers can see the possibilities of educative actions in the range of health behavior based on personal example.
It seems that the thesis of fundamental role of the physical education teachers in encouraging students to proper health behaviors with their attitude, behavior and knowledge was not fully confirmed with this study.

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